

REPORT

OF THE

SELECTMEN, AUDITORS

AND

SUPERINTENDING SCHOOL COMMITTEE

OF THE

TOWN OF BOSCAWEN,

FOR THE YEAR ENDING

MARCH 1, 1860.

CONCORD:

McFARLAND & JENKS, STEAM PRINTERS.

1860.

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SELECTMEN'S REPORT.

RECEIPTS.

Received of former selectmen,	3.12
James Spelman, tax abated,	2.55
Caleb Smith, Philip Wentworth, tax abated, 1857,	2.68
County support of Israel Tucat,	23.72
Town of Andover, support of Nath'l Hun- toon,	3.00
Abiel Trumbull, Jane Day House,	12.00
Ira Sweatt, on collection of 1858,	540.78
Merrimack county bank, hired,	150.00
Bitfield Plumer, on Anna Jackman note,	30.00
Town of Epsom, support of Wm. T. Libbey,	42.48
State Treasurer, literary fund,	159.04
John H. Pearsons & Co., highway tax,	16.25
H. H. & J. S. Brown, " "	53.91
John Greenough, " "	26.44
W. Webster's estate, " "	8.44
Wm. A. Huntress, profits from sale of liquor,	110.00
Geo. W. Stevens, " " "	60.00
Town of Canterbury, support Wm. Glines,	22.50
John Greenough, money hired,	300.00
Enoch Gerrish, " "	333.25
Ira Sweatt, on his collection for 1859,	6,779.69
L. Emerson, grass in grave yard, 1859,	3.00
Jacob Hosmer, " " " 1857,	4.00
State Treasurer, railroad money,	395.05
County support of paupers,	207.56
Town of Franklin, support of Mrs. Enoch Holt,	3.30
Town of Hill, support of Sally Noyes,	15.37
	\$9,308.98

EXPENDITURES.

Outstanding Bills.

Paid Moses Whittier, selectmen's services,	11.55
David A. Gerrish, " "	3.75
Enoch Gerrish, " "	3.00
W. E. Shattuck, Selectmen's expense,	6.33
Zebulon Smith, non-resident highway tax worked,	1.62
John S. Morrill, " " " "	.75
Eastman & Morrison, " " " "	1.00
Joseph Barnard, " " " "	28.00
A. R. Chandler, " " " "	1.50
John Jones, " " " "	.63
Nath'l White, " " " "	1.50
Jesse Stevens, snowing bridge,	3.00
Wm. B. Burpee, plank for bridge,	2.15
Henry W. Knowlton, police services,	2.50
Nath'l Abbott, school money,	.34
David M. Clough, execution bridge case,	46.36
McFarland & Jenks, printing town reports,	26.00
D. E. Burbank, town clerk services,	23.02
J. E. Kilborn, costs on Sargent's case,	20.00
Dr. J. W. Wilson, medical attendance, Wm. T. Libbey,	3.50
Moses Whittier, provisions, Wm. T. Libbey,	2.42
H. N. Fuller, goods & provisions, Wm. T. Libbey,	20.00
E. J. Chase, wood, " "	2.50
L. Gage, goods delivered, " "	5.00
L. Gage, " " John Mathews,	8.00
Town of Warner, support Lois Atkinson,	14.76
L. C. Whitney, wood, Sally Noyes,	2.00
Hezekiah Fellows, powder and fuse,	1.30
J. D. Stackpole, digging grave,	.75
Dan'l Adams, care of town house at town meeting,	2.50
Olando H. Fitts, work on road,	3.60
Ezekiel Adams, " " "	5.34
Amos J. Simpson, setting up stove at town house,	
and drawing up the stove,	2.25
Alfred Bullock, over tax in 1856,	4.09
Dr. Thos. H. Currie, medical attendance, E. Thurston,	2.25
Dr. Thos. H. Currie, medical attendance, Judith Waldron,	50.00
	\$313.26

Roads and Bridges.

Paid J. S. Dodge, plank for bridge,	19.63
H. W. Flanders, plank for bridge and shingles,	18.58
Jabez Abbott, work on Pearson's bridge,	4.50
George S. Couch, " " " "	6.00
Gilman C. Stone, " " " "	23.13
Andrew J. Kelley, " " " "	3.50
Friend L. Burbank, lumber " "	51.06
Nathan Pearson, work " "	10.00
Eliphalet Kilborn " " "	5.00
Peter Stone, lumber and work " "	19.50
Jos. L. Couch, " " "	2.00
John S. Stevens, use of blocks " "	1.00
Jos. W. Stone, lumber and work " "	20.20
Moses Whittier, plank for bridge,	5.70
Jas. S. Dodge, " " " "	4.62
Amos Webber, " " " "	4.05
Wm. B. Burpee, " " " "	2.25
James Pinkerton, lumber and plank,	10.30
E. W. Durgin, rubbing Canterbury bridge,	47.18
Gage, Porter & Co., nails, " "	1.17
Wm. Trussell, work on road,	8.15
C. & J. C. Gage, lumber bridges,	78.93
Ira Sweatt, work on " "	6.62
C. M. Burbank, work on road,	3.00
F. S. French, lumber for bridge,	3.00
F. S. French, railings " " "	1.25
Ezra B. Gitchel, work on road,	1.25
Harvey Atkinson, lumber for bridges,	14.92
Wyatt B. Whittier, plank " " "	1.40
Jos. Smith, " " " "	10.72
E. W. Durgin, rubble for Canterbury bridge,	44.31
	\$432.92

Support of Paupers.

Paid Mary Heath, board of J. Mathews' child,	8.75
David Jackman, support of Polly Moody,	15.00
H. H. & J. S. Brown, support of Mrs. Elkins,	8.91
Dr. J. H. Sargent, medical attendance, " "	12.00
Dr. G. P. Greeley, of Hollis, medical attendance, do.,	8.25
E. G. Wood, provisions, Ezekiel Gitchel,	2.00

Jos. B. Knowlton, care of Wm. Glines,	21.50
Dr. S. M. Emery, medical attendance, W. Glines,	1.00
R. P. Shattuck, board S. P. Elliott,	3.00
F. S. Putney, coffin for Jane Day,	4.00
Wm. B. Burpee, beef for alms house,	22.47
C. E. Smith, board of J. H. Hopkins,	3.75
Dr. E. K. Webster, medical attendance Polly Moody,	1.50
“ “ “ poor at alms house,	5.50
“ “ “ E. Thurstin,	5.00
“ “ “ E. Gitchel,	19.50
“ “ “ Mary P. Elliott,	2.00
“ “ taking affidavits,	3.00
Dr. Nath'l H. Avery, medical attendance Jane Day,	9.50
D. E. Burbank, goods delivered Jane Day,	4.21
Town of Bradford, funeral expenses N. Call,	10.00
Sarah C. Johnson, board Rhoda Abbott,	25.00
Dr. S. M. Emery, medical attendance Chas. Wentworth,	8.00
Dr. S. M. Emery, medical attendance, John F. Mathews,	6.00
B. M. Colby, taking affidavit,	.50
John Greenough, provisions Enoch Thurston,	16.00
“ “ “ J. H. Marsh,	1.99
“ “ “ Ezekiel Gitchel,	35.00
“ “ “ Jane Holt,	1.55
Wm. A. Huntress, provisions E. Gitchel,	10.00
Bradley Atkinson, coffin Polly Elliott,	2.00
Thos. W. Wilson, medical attendance Rachel Carter,	6.00
Samuel Bacon, board Rachel Carter,	18.00
Ruth S. Gordon, board Judith Adams,	12.50
John C. Morrill, board Charles Wentworth,	16.00
Tho's J. Hancock, board Sally Noyes,	13.37
Town of Warner, support Lois Atkinson,	10.63
Moses Gill, money furnished Nath'l Haley,	6.00
Joseph Sweatt, taking affidavit,	.50
Moses Gill, sundry pauper bills,	2.58
Mathew Bryant, provisions furnished alms house,	42.09
H. H. & J. S. Brown, bill of goods furnished alms house,	42.47
Mrs. Moses Sawyer,	5.00
Town of Salisbury, support of Sarah Elliott,	3.00

\$455.02

Miscellaneous Expenses.

Paid John G. Simpson, constable, and notifying town officers,	8.00
Henry H. Gerrish, cart wheels,	7.00
Mathew Bryant, purchase of stock,	25.00
Judge Minot, legal advice,	5.00
Bradley Atkinson, work on shed to alms house,	26.00
D. E. Burbank, materials " "	4.72
John Greenough, nails " "	.55
J. S. Webber, work " "	20.00
Jacob C. Flanders, work " "	7.25
A. G. Kimball, shingles " "	10.84
Peter Coffin, boards " "	8.32
D. E. Burbank, selectmen's expense,	1.62
Daniel Carter, digging graves,	6.25
John French, " "	4.50
Daniel Adams, " "	5.75
J. C. A. Wingate, interest on money,	3.25
Samuel C. Roby, shingling hearse house,	2.00
D. E. Burbank, services town clerk,	18.21
Lorenzo S. Dow, school money,	1.25
Selectmen's expense at sundry times,	18.36
Enoch Gerrish, horse hire and car four sundry times,	11.64
John French, over tax on poll in 1859,	1.91
Moses Gill, shingles for hearse house,	6.37

\$203.79

Non-resident Highway Taxes.

Paid Joseph Barnard, highway tax worked,	31.00
Daniel Jones, " " "	.31
Harrison R. Sargent, " " "	.91
Joseph Eastman, " " "	5.75
George W. Wadley, " " "	.50
Sarah P. Moore, " " "	1.63
Joshua Tufts' heirs, " " "	1.25
Hiram Simpson, " " "	.75
Eastman & Morrison, " " "	1.00
Joseph Clough, " " "	.18

\$43.28

School Money.

Paid H. P. Gill,	District No. 1,	189.27
Moody A. Pillsbury, Jr.,	do. 2,	62.01
Caleb A. Morse,	do. 3,	101.93
John A. McClure,	do. 4,	111.09
James Pinkerton,	do. 5,	88.93
Nathan H. Morgan,	do. 6,	86.64
William W. Austin,	do. 7,	63.91
Charles E. Kimball,	do. 8,	113.74
Heman B. Sanborn,	do. 9,	103.84
Isaiah H. Avery,	do. 10,	131.98
Rice Corser,	do. 11,	68.89
Nath'l H. Avery,	do. 12,	64.41
L. M. Chadwick,	do. 13,	84.71
Asa M. Gage,	do. 14,	257.33
Jesse D. Sanborn,	do. 15,	34.28
Jos. L. Couch,	do. 16,	53.16
Nath'l Abbott,	do. 17,	6.00
		\$1,622.12

School House Taxes.

Paid David A. Gerrish,	District No. 5,	15.00
John C. Gage,	do. 14,	300.00
Isaiah H. Avery,	do. 10,	30.00
Eliphalet Kilborn,	do. 6,	33.50
		\$378.50

Superintending School Committee.

Paid Edward Buxton,	17.00
E. K. Webster,	13.00
Ambrose Smith,	6.00
S. E. Emery,	6.00
	\$42.00

School Commissioner.

Paid George W. Gardner,	28.72
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N. H. Asylum for the Insane.

Paid for Ann M. Carter,	124.33
Joseph Hemmenway,	124.40
Moses Sawyer,	126.69
	\$375.42

State Tax.

Paid State Treasurer State tax,	502.60
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County Tax.

Paid County Treasurer,	1,121.35
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Discount on Taxes.

Paid Ira Sweatt, discount on taxes,	180.39
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Abatements on Taxes.

Paid sundry abatements on tax of 1859,	95.72
sundry abatements on tax of 1858,	103.30
	199.02

Collector's Services.

Paid Ira Sweatt, services collecting taxes 1859,	55.00
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Superintendent at Almshouse.

Paid Jonathan C. Shepard, services at Almshouse and interest,	227.00
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Books, Stationery, and Postage.

Paid G. Parker Lyon,	7.65
at sundry times postage stamps, envelopes, paper, &c.,	4.02
	11.67

Selectmen's Services.

Paid Enoch Gerrish, services as Selectman, Overseer of the Poor, and Treasurer,	70.00
Moses Gill, services as Selectman and Overseer of Poor,	46.05
Jeremiah S. Webber, as Selectman and Overseer of Poor,	37.00
	153.05

Salary of Liquor Agents.

Paid George W. Stevens, salary as Liquor Agent,	30.00
William A. Huntress, two years' salary as Liquor Agent,	60.00
	90.00

Notes Paid.

Paid Samuel Marden, indorsed on note,		48.00
Merrimack County Bank,		151.00
Samuel Glidden,	note and interest,	258.21
Enoch Little,	" "	207.35
Mary Little,	" "	326.38
Sally L. Couch,	" "	236.51
Nicholas M. Noyes,	" "	229.11
Sarah Glidden,	" "	107.06
John Sanborn, trustee,	" "	649.98
John Sanborn, Jr.,	" "	110.77
John Greenough,	" "	228.64
Benjamin Walker, (S. Marden note)	" "	97.19
Francis S. French,	" "	128.72
Alpheus C. Flint,	" "	34.26
Tamson Flint, indorsed,		30.00
		\$2,843.18
Less Merrimack County Bank note,	151.00	
Enoch Gerrish's note,	333.25	
John Greenough's note,	300.00	
		784.25
Whole amount of debts paid,		\$2,058.93

RECAPITULATION.

Outstanding bills,	313.26
Roads and bridges,	432.92
Support of paupers,	455.02
Miscellaneous expenses,	203.79
Non-resident highway taxes,	43.28
School money,	1,622.12
School-house taxes,	378.50
Superintending School Committee,	42.00
School Commissioner,	28.72
N. H. Asylum for Insane,	375.42
State tax,	502.60
County tax,	1,121.35
Discount on taxes,	180.39
Abatement of taxes,	199.02
Collector's services,	55.00
Superintendent at Almshouse,	227.00
Books, stationery, and postage,	11.67

Selectmen's services,	153.05
Notes paid,	2,843.18
Salary of Liquor Agents,	90.00
Cash in hands of Treasurer,	31.34
	\$9,308.98

The town is indebted on notes and interest to March 1, 1860,
as follows :

Tamson Flint,	102.43
Alpheus Flint,	125.65
Hale Atkinson,	431.66
John Greenough,	295.85
Mary Cogswell,	591.60
John Greenough,	301.50
Enoch Gerrish,	336.25
Joseph G. Eastman,	433.07
Francis S. French,	222.73
Sally Kimball,	179.54
Royal Choate,	525.60
Ephraim Plumer,	355.41

DR. Total indebtedness of the town, \$3,901.29

CR. Due from Ira Sweatt's collection, 1858,	450.86
“ Anna Jackman's note,	360.60
“ Moses Whittier's note,	16.00
“ Geo. W. Stevens, stock of liquors,	75.10
“ W. A. Huntress, “ “	74.52
“ County support of paupers,	9.00
Cash in hands of Treasurer,	24.14
	1,010.22

Balance against the town, March 1, 1860, \$2,891.07

ENOCH GERRISH,	} <i>Selectmen</i>
MOSES GILL,	
J. S. WEBBER,	
	<i>of</i>
	<i>Boscawen.</i>

SCHEDULE OF PROPERTY AT THE ALMS-HOUSE, MARCH 1, 1860.

STOCK.			
2 oxen,	130.00	Coffee-mill,	.25
2 steers,	47.50	Chairs and tables,	6.00
7 cows,	190.00	Iron ware,	5.50
3 calves,	27.00	Tin and earthen ware,	4.00
2 yearlings,	30.00	Beds and bedding,	50.00
1 horse,	50.00	Tubs, pails and chairs,	2.00
2 swine,	20.00	Meat barrels,	2.00
Hay, over keeping stock,	25.00	Cheese-press,	1.00
		Knives and forks,	.50
	\$519.50	Sad irons,	2.00
		Canisters and jugs,	.50
		Cheese-safe,	1.50
FARMING TOOLS.		Trays, chests and drawers,	3.00
1 wagon,	10.00	Dry measures,	.50
1 cart and hay rack,	10.00	Steelyards,	.50
1 harness, 2 horse blankets,	2.00	Washstand, pitcher & bowl,	1.50
1 hay cutter,	3.00	Meal bags,	.80
1 single sleigh,	8.00	Candlesticks and snuffers,	.42
Lot of chains and drag,	8.00	Grain chest,	1.00
2 sleds,	4.50	Cupboards,	2.00
Ox-yokes and irons,	6.00	Wheel and loom,	1.00
Hay and manure forks,	3.50	Bread trough,	.50
Harrow and cultivator,	3.00	Brass timepiece,	3.00
Shovels,scythes and rigging,	2.00	1 glass lantern,	.75
Horse and hand rake,	3.50		
Beetle and wedge,	.50		\$116.22
Axes, augers, chisels,	2.00		
Iron bar and shave,	1.00		
Grindstone,	3.00		
2 wheelbarrows,	7.00		
Cops and pin,	.42		
Sheep shears and hammer,	.25		
3 hoes,	.50		
	\$78.17		
HOUSEHOLD FURNITURE.		PROVISIONS.	
5 stoves,	20.00	2 bbls. apples,	3.00
1 brass kettle,	3.00	4 bushels beans,	8.00
Crockery,	3.00	40 bushels corn,	45.00
		4 bushels meal,	4.50
		1½ bbl. flour,	8.00
		82 lbs. dried apples,	7.38
		35 lbs. lard,	5.25
		170 lbs. beef,	10.20
		120 lbs. hams,	15.00
		100 lbs. fresh beef and pork,	6.00
		220 lbs. cheese,	22.00
		35 lbs. butter,	7.70
		21 bushels oats,	10.50

3 qts. lamp oil,	.75	MISCELLANEOUS.	
12 galls. of pickles,	3.00		
7 galls. vinegar,	1.40	4 cider barrels,	2.00
85 bush. potatoes,	28.05	2½ bbls. cider,	7.00
1 gall. molasses,	.35	Wood and hand saw,	1.00
6 lbs. sugar,	.66	Dry casks,	1.00
½ lb. tea,	.25	Soap grease and ashes,	6.00
½ bushel salt,	.25	23 cords wood,	46.00
10 lbs. cod fish,	.50		
Garden seeds,	.50		\$63.00
3 bbls. garden sauce,	2.50	Household furniture,	116.22
6 lbs. tallow,	.66	Provisions,	215.57
3 galls. boiled cider,	1.00	Farming tools,	78.17
185 lbs. salt pork,	23.17	Stock, &c.,	519.50
	\$215.57	Personal property,	\$992.46

Pauper Establishment, Dr.

1859.

March 1. To real estate,	2,000.00
Personal property,	861.75
Interest on property,	171.71
Notes and cash,	21.70
Stock for farm,	25.00
H. H. & J. S. Brown's bill of goods,	42.47
Mathew Bryant's bill, provisions,	42.09
Dr. E. K. Webster's bill,	5.50
Beef for Alms-House,	22.47
Services of Superintendent,	250.00
	\$3,442.69

Pauper Establishment, Cr.

1860.

March 1. By real estate,	2,000.00
Personal property,	992.46
449 weeks' board,	449.00
Cash,	900
	\$3,450.46
Balance in favor of the farm,	\$7.77

ENOCH GERRISH, } *Overseers*
 MOSES GILL, } *of*
 J. S. WEBBER, } *the Poor.*

LIQUOR AGENCY.

*Report of George W. Stevens, Liquor Agent for the Town of
Boscawen, from Feb. 23, 1859, to Feb. 27, 1860.*

Cash on hand,	5.88	
Received from sales of liquor,	244.71	
“ “ “ “ “ casks,	9.25	
		\$259.84
Cash paid for liquors,	180.05	
Town,	30.00	
Agent's salary,	30.00	
		\$240.05
Cash on hand,	19.79	
Liquors on hand,	49.31	
Casks on hand,	6.00	
		\$75.10

The Agency owe no debts. The seventy-five dollars ten cents accrued from profits.

Respectfully submitted,

G. W. STEVENS, Agent.

*Report of William A. Huntress, Liquor Agent for the Town
of Boscawen, from April 30, 1858, to March 1, 1860.*

Total amount of sales for one year and ten months,	852.32	
Liquor casks on hand,	17.07	
		\$869.39
Received of the town in liquors,	73.00	
Whole amount of liquors bought,	564.61	
Freight, truckage, books, postage, &c.,	35.89	
		\$673.50
		\$195.89

Footing brought over,		\$195,89
Paid Seth E. Pecker, balance due him over		
what I received from the town,	11.37	
Two years' salary,	60.00	
Cash to town,	50.00	
		\$121.37
The Agency is free from debt.		\$74.52

The seventy-four dollars fifty-two cents accrued from profits, and consists of money and stock on hand.

Respectfully submitted,

W. A. HUNTRESS, Agent.

The undersigned, appointed to audit the accounts of the selectmen for the year 1859, report that they have examined said accounts, and find the receipts from March 9, 1859, to February 28, 1860, inclusive, to have been \$9,308.98, and the disbursements to have been \$9,277.64, the accounts of which are properly vouched and correctly cast, leaving a balance in the hands of the selectmen of \$31.34.

ISAAC K. GAGE, }
N. B. GREENE, } *Auditors.*

REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEE.

In the supervision of the Schools under their care, your Committee have divided their labors, and present the following Reports.

REV. MR. BUXTON'S REPORT.

DISTRICT No. 2. *Summer and Winter Terms.* The same teacher in both terms. She taught the school with gratifying success. The most improvement appeared in the reading classes. The scholars in Holbrook's, Colburn's and Adams' Arithmetic, in Colton & Fitch's Introductory and School Geographies, and in Weld's Grammar, appeared pretty well, having made some improvements.

DISTRICT No. 3. *Summer Term.* The school was well instructed, and the behavior of the scholars, generally, was worthy of commendation. The classes which read in the Primer, and in the First and Third Reader, made good improvement. The Fourth Reader class did very well. The classes in Holbrook's and Colburn's Arithmetic, in Colton & Fitch's Introductory and School Geographies, and in Weld's Grammar, gave indications of good improvement. The class in Adams' Arithmetic did very well. Several pieces of children's composition, of a gratifying correctness of thought and expression, were produced, and several dialogues and single pieces were happily spoken.

Winter Term. The government and instruction of the school were judicious and efficient; the scholars generally behaving themselves with much propriety, and manifesting a lively interest in their studies. The classes which read in the Primer and First Reader, gave indications of good improvement. Some-

what more manifest was the improvement of the classes in the Second and Third Reader. Still more satisfactory, in point of clearness and distinctness of enunciation and expression, was the reading of the Fourth Reader class. The classes in Holbrook's and Colburn's Arithmetic, and the second class in Adams' Arithmetic, and the class in Algebra, gave indications of commendable improvement. The first class in Adams', and the class in Greenleaf's Arithmetic, excelled in their understanding of these branches, and in their solution of difficult arithmetical questions. The classes in Colton & Fitch's Introductory and School Geographies, and in English Grammar and English Composition, manifested good improvement.

DISTRICT No. 6. *Summer School.* The teacher seemed well qualified for her duties, and interested in the instruction and management of her school. But with regard to progress in their studies, there was in her classes generally, rather a failure. In some of them a degree of improvement was perceptible.

Winter Term. The teacher took charge of the school with her accustomed energy, and instructed it with a good degree of success. The children reading in the Primer learned some. In the reading of the Third Reader class, there was a want of interest and expression, but some manifest improvement. The Fourth Reader class generally read with a good enunciation and expression. The classes in Holbrook's, Colburn's and Adams' Arithmetic, made some substantial progress. Those attending to Greenleaf's Arithmetic, Davies' Algebra, Geography of the Heavens, English Grammar, Physiology and Latin, acquitted themselves very creditably.

DISTRICT No. 7. *Summer Term.* The teacher had good success. Her scholars reading in the Primer, and in the First, Second, Third and Fourth Reader, without exception, made good improvement. The classes in Holbrook's, Colburn's and Adams' Arithmetic, and in Colton & Fitch's Introductory and School Geographies, deserved to be favorably noticed, for their lively interest and perseverance in these studies. Several encouraging specimens of children's composition were also produced.

Winter Term. The school was well instructed. The classes reading in the Second and Third Reader, manifestly improved in their reading. The Fourth Reader class exhibited very commendable attainments in the art of reading. The classes in Holbrook's and Colburn's Arithmetic, in English Grammar and Geography, manifestly improved in their studies. The classes in Adams' and Greenleaf's Arithmetic did well. Several compositions were produced, of considerable merit.

DISTRICT No. 8. *Summer Term.* The instruction and management of the school were judicious and profitable. The scholars reading in the Primer and First Reader advanced somewhat. Those in the Third and Fourth Reader made good improvement. The scholars studying Holbrook's and Adams' Arithmetic, Colton & Fitch's Introductory Geography, Weld's Grammar and Goodrich's History of the United States, generally gave manifest indications of improvement. The exercises of a class which received oral instruction on various subjects, were interesting and profitable.

Winter Term. The instruction and management of the school, and deportment and improvement of the scholars were, generally speaking, commendable. The scholars who read in the Primer, and in the First, Second and Third Reader, were somewhat improved in their reading. The Fourth Reader class did well. The scholars studying Holbrook's, Colburn's and Adams' Arithmetic, Colton and Fitch's School Geography, History of the United States, and Sanborn's Grammar, made some progress. Those who studied Colton & Fitch's Introductory Geography, Familiar Science, and Weld's Grammar, acquitted themselves well.

DISTRICT No. 9. *Summer Term.* Generally speaking the school was profitable. The teacher manifested a lively interest in her scholars, and secured their respect and confidence. Some improvement appeared in the classes which read in the First and Third Reader, and in that which studied Colburn's Arithmetic. Improvement appeared a little more manifest in the classes which read in the Primer and in the Second Reader, and in that which studied Holbrook's Arithmetic. The classes in Colton & Fitch's Introductory and School Geographies made commendable progress in their studies. A class of small children made good beginning in learning the multiplication table.

Winter Term. The school was well managed and instructed. The deportment of the scholars commendable. The classes which read in the Primer and First Reader, those which studied Holbrook's and Colburn's Arithmetic, and the second class in Adams' Arithmetic appeared tolerably well in their reading and recitations. The first class in Adams' Arithmetic acquired a considerable degree of skill in solving arithmetical questions. The classes which read in the Second and Third Reader, and that which studied English composition, gave indications of improvement somewhat in advance of the forementioned classes. The most satisfactory exercise of the closing examination of the school, was the reading of the class in the Fourth Reader.

DISTRICT No. 11. *Summer Term.* The teacher was interested in her school, and the scholars, for the most part, demeaned themselves with propriety. Those who read in the Primer improved very well. Those in the Second and Third Reader gave indications of improvement. The Fourth Reader class read very well. The classes in Holbrook's Arithmetic, and in Colton & Fitch's Introductory Geography, manifestly improved. Some pieces were pleasantly recited.

Winter Term. The teacher endeavored to benefit her scholars. Their deportment, with some exceptions, was worthy of commendation. Those who read in the Primer and Second Reader seemed interested and earnest in trying to learn. The Fourth Reader class read well. Those who studied Holbrook's, Colburn's and Adams' Arithmetic, Colton & Fitch's Introductory Geography, and Weld's Grammar, improved moderately. The class in Colton & Fitch's School Geography indicated good improvement.

DISTRICT No. 12. *Summer Term.* The teacher devoted herself assiduously, and with a good degree of success, to the instruction and management of her school. The moral aspect of the school was, generally speaking, worthy of commendation. The reading classes in the Primer, and in the First, Second and Third Reader, manifestly improved in their reading, and in their readiness to answer questions respecting the subjects and punctuation of their lessons. The Fourth Reader class appeared well in their reading, and their recitation of the rules for reading. The classes in Colton & Fitch's Introductory and School Geographies, in Holbrook's, Colburn's and Adams' Arithmetic, in English Grammar and Physiology, gave indications of substantial improvement. The recitations of the class in the School Geography particularly deserve a commendatory remark. Several pieces of composition, of considerable merit, were produced, and several dialogues and single pieces were happily spoken.

Winter Term. The school was instructed and governed with a good degree of energy and effectiveness. The deportment of the scholars commendable. The classes in reading made some improvement. A prominent defect in their reading was the frequency with which they were prompted by the teacher. The class in Holbrook's Arithmetic improved somewhat. Those in Adams' Arithmetic, and in Weld's Grammar, improved somewhat more manifestly. Those in Colton & Fitch's Introductory and School Geographies appeared very well in their examination.

DISTRICT No. 15. *Summer Term.* The school was well instructed, and seemed orderly when visited. The scholars who read in the Primer, and in the First and Second Reader, manifestly improved in reading. Those who read in the Third and Fourth Reader indicated good improvement. The classes in Emerson's, Holbrook's, Colburn's and Adams' Arithmetic, made good progress. The several classes in Geography did well. A class in Weld's Grammar, and one in Parley's First Book of History, indicated a good degree of improvement.

Winter Term. The same teacher as in the summer term, and with similar results. The interest of the school was increased by the attendance of several scholars who did not attend in the summer term. The classes continued the same, leaving out that of Parley's First Book of History; and adding one—that profitably studied—Goodrich's History of the United States. Several compositions of some merit were produced.

DISTRICT No. 16. *Summer Term.* The teacher endeavored to be faithful. The deportment and improvement of a part of the scholars were worthy of commendation. The class in the Primer read too faintly, but learned some. Those in the First and Second Reader gave indications of pretty good improvement. The Fourth Reader class read pretty well, except that there was some want of animation. The classes in Emerson's and Holbrook's Arithmetic learned pretty well. Those in Colburn's and Adams' Arithmetic made some progress. One scholar in Smith's Primary Geography learned pretty well. A small class in it learned some. The classes in Weld's Grammar, and Quackenbos' First Lessons in English Composition, gave pretty good recitations. One scholar in parseing, and in Smith's Illustrated Astronomy, did very well.

Winter Term. The teacher manifested a lively interest and a good degree of efficiency in the instruction and government of the school; and the deportment of the scholars was commendable. The little boy who read in the Speller, and those who read in the Second and Third Reader, manifestly improved. The reading of the class in the Fourth Reader was very commendable. A scholar studying Smith's Primary Geography learned some. The classes in Emerson's, Adams' and Greenleaf's Arithmetic, in Weld's Grammar, Quackenbos' First Lessons in English Composition and Parseing, and Book-keeping, were, in point of improvement, at mediocrity.

REV. MR. SMITH'S REPORT.

DISTRICT No. 1. *Summer and Winter Schools* were kept by the same teacher, who resides in the neighborhood. She was diligent and faithful in imparting instruction, and exerted an excellent moral influence over her pupils. The improvement of the scholars, both terms, appeared good on examination. But the school in the winter seems too large and too hard for a female to keep, *ordinarily*.

DISTRICT No. 4. The teacher of the *Summer School* was diligent, and her services useful and acceptable.

The *Winter School* also was very quiet under its quiet master, and the progress of his pupils commendable.

Both teachers were beginners, and with increased experience may become excellent instructors.

This school is small, and both terms might be taught by a female; provided, in the winter, she was aided, when necessary, in getting to the school-room.

DISTRICT No. 5. *Both terms* were kept by the same teacher—an excellent arrangement in such a district as that at N. Boscawen. The government and instruction of the school deserve the highest commendation. They showed the value of a thorough education, even when all the attainments of the teacher are not immediately required. Our schools all need such teachers.

DISTRICT No. 10. The teacher of the *Summer Term* labored under some disadvantage, from its being her first school, and kept in her own district. Still she succeeded well in the government of her school, and her pupils generally made good improvement. Miss B. would doubtless become, with experience, a highly useful and efficient teacher.

The *Winter School* was very successful. The teacher governs his scholars persuasively, yet effectually. His whole influence is excellent. The order of the school was good—improvement very good. The house needs farther repairs.

DISTRICT No. 13. This school, *Summer and Winter*, was under charge of the same teacher. She had before taught the school, and her services are in high demand among us. The mode of government is persuasive and affectionate. She took the liveliest interest in her pupils, and exerted over them a healthy moral influence. The order and progress of the school, the first term, were uniformly good—the second term, generally so. The higher classes especially, made excellent progress. But the examination was too formal to get at the real merits of the school.

DISTRICT No. 14. The *Primary Department* was under charge of the same teacher *both terms*. She says of her young pupils: "The most of them have made good improvement—they have done well." The committee saw nothing in particular to contradict her good report. She was evidently faithful, and exerted a good influence. But to attain the highest success, in a school of this description, requires peculiar gifts—great vivacity, fertility of invention and love for little children. The younger they are, the better teachers they need.

The *Higher Grade*, during the *Summer*, was under the instruction of a teacher of experience. Her method of teaching and governing appeared good, and she enjoyed average success. It seems difficult, in this school, to awaken that interest which is necessary to the best results. May there not be a want of interest at home?

The *Winter Term* was taught by the same master of *long standing*, who kept the school the winter before. He succeeded in getting up some enthusiasm among his pupils, and their improvement was generally good—particularly in penmanship, which can be said of very few schools. The teacher ascribed it chiefly to the fact that he set his own copies—his scholars not having stiff copy-plate, but a human hand to follow.

GENERAL OBSERVATIONS.

In regard to these schools generally, it gives us pleasure to report such uniform success. All the teachers have completed their term of service with commendable fidelity and success. No serious difficulty, with perhaps a single exception, has interrupted the order and quiet of the school-room. And this is a matter of great importance. The smallest agitation has a powerful influence over young minds, to divert attention and prevent improvement. The bickerings of sect and party, town and neighborhood, should not intrude where the young are receiving their earliest impressions. Let the children be allowed to regard each other as friends and equals.

The less external interference in the management of a school the better, ordinarily. Teachers, like others, do best when permitted to work in their own way—if they need direction in the government and instruction of their schools, it can in most cases be given to them privately, so as not to diminish their authority and self-respect, or create an unfavorable impression in the school and the district.

Teachers should be *aided* by friendly counsel and encouragement, for their work is difficult and arduous. If any one doubts this, let him take his children to a private room and keep school himself, *six hours a day*. If this is not enough, let him call in his neighbor's children, and he will soon learn to sympathize with teachers in their labors and trials.

Few persons have those rare qualifications, natural and acquired, which are necessary to the highest success, both in governing and teaching the young. Hence, parents should be moderate in their expectations. It is not certain that the teacher is partial or unfaithful because a child gets punished or makes little progress. The cause *may* be found nearer home.

Still, the most gifted teachers should be diligently sought out, and encouraged by the offer of liberal compensation. It is good

economy to secure the best, though at double cost. The wages are by no means the largest item in the expense of a school—time is more precious than money—influence more valuable than either—the influence of a superior teacher.

But those are not always the best who have the most learning—neither does long experience and great popularity insure success. Various local influences and prejudices may prevent a good teacher from succeeding in a particular place. Hence, a very delicate and important duty rests upon the Prudential Committee. The question of an individual's adaptation to a particular school should be viewed on all sides. Personal considerations should be made of little account, and only the general good consulted.

Parents should visit their schools more. They should observe the progress, and not merely look in at the close of the term. Who that is interested in the building of a house or carriage, would pass the workmen unnoticed, till the putty and paint, veneering and varnish were all on, and the work ready for *exhibition*?

Examinations, to be of any value, must be general and thorough, and not confined to *set* questions and lessons. An effort to *show off* is an injury to a scholar, tending to superficial habits, and wrong views of the purposes of education.

In the training of youth, some regard should be had to sex; for the natural characteristics and future responsibility of males and females differ. While the reading of an extract or composition, or a simple recitation in public, may be a very proper and useful exercise for a young lady, to see her *declaiming and gesticulating* on the stage is painful to every delicate mind.

Corporeal punishment is sometimes necessary as a last resort; but a teacher of real authority will seldom be obliged to call in the aid of physical force. When administered, it should be done judiciously and *effectually*; its frequent repetition weakens the government of the teacher, and self-respect of the pupil.

Much has been done to improve our system of common schools—more remains to be done to render them perfect. Their very existence is comparatively recent, and their extent still limited. In no countries of antiquity, not even in Greece and Rome, was any provision made for the education of all classes. The mass of the people lived and died without instruction; and so it is still throughout the larger portion of the world.

Not until christianity began to modify the institutions of society, was the duty recognized of educating the masses. The first effort on record to establish public schools *for all*, was made by the council of Vaison, A. D. 529. Thus the common school

sprung from the christian church, and her ministers were its first patrons and teachers.

But it was not until the era of the Great Reformation, in the 16th century, that schools, *free to all classes*, became general and effective in any part of the world. Luther was a zealous advocate of popular education. He well knew that to enlighten the people was the surest way to overthrow papal superstition. He maintained that government, as the natural guardian of the young, has the right to compel the people to support schools. What is necessary to the well being of the State, should be supplied by all who enjoy its privileges. These educational movements were arrested by the thirty years' war, but only to be afterward revived, when new impulse was given to the cause of popular education in Germany and contiguous countries.

Our Pilgrim fathers, during their exile in Holland, were providentially brought under the influence of the best system of instruction then in existence; and, when they landed on these western shores, immediately built the meeting-house and the school-house side by side. The seed, thus planted on the shores of the New World, has already grown into a majestic and fruitful tree, striking its roots deep in our soil, and extending its branches across the continent. Most of the towns of New-England, within four or five years of their settlement, provided the means of general education. The first legislation on this subject was in the year 1647 (which dates the origin of *our* common school system), when the Assembly of Massachusetts provided by statute, that one or more teachers should be appointed in every township of fifty house-holders. New-Hampshire naturally followed the example of the older colony. Provision was early made for the instruction of all children in the rudiments of an English education, each township being divided into districts, and required to support schools therein.

But, through the operation of mere routine, common schools come to lose much of their vitality, and failed to answer the demands of the more intelligent classes. In many of the older parts of New-England, thirty years ago, a large proportion of the children were educated in private schools and academies. The interest of the more affluent and influential was thus diverted from the common schools. The effect was to lower them still farther, and even threaten their extinction. But enterprising and philanthropic persons came to the rescue. By means of lectures and publications, the cause of popular education was revived, and the people made to feel that the vital interests of society depended upon it.

The whole system of common schools, first in Massachusetts, and then in other States, was remodeled. The standard of scholarship and method of instruction were elevated and improved, so as to afford the best facilities. The children of the *so called* higher classes returned to the public schools, and with them the interest of their parents. The result has been that, while the *means of education* have been greatly improved and extended, the whole *expense of education* has been diminished. The saving of private tuition has over-balanced the increase of public expenditure. *This experiment should be remembered.*

Our State has partially adopted the same improved system—but not fully. The result has been that we have, to some extent, experienced the disadvantages of reform, without realizing its benefits. Every change, however good, must be attended by temporary evils. Roads are made worse, for a time, by repairs; yet who would, on that account, contend that we should never *mend our ways?*

Let the reform be carried through and perfected; we shall reap in due season its mature fruits. Those who have the taste and tact for the employment, should be educated in Normal Schools as professional teachers. School-houses should be made convenient, healthful and pleasant, and furnished with libraries, globes, maps, and other apparatus. Punctual attendance on school, and uniformity of text-books should be secured. Schools should be often visited, and teachers and pupils thoroughly examined. The standard of education should be raised, not so much by increasing the number of branches taught, as by the more thorough study of those required by law. Algebra, Geometry, and the languages, do not properly belong to the common school, which has special reference to the education of the masses for practical life. Chemistry, Physiology, Book-Keeping, and Household Science, have a better claim to the attention of those scholars who are *prepared* for advanced studies. And children should be encouraged to attend the common school a longer time, giving them a higher character and increasing their own privileges. But to make this profitable, the schools must have teachers of riper experience and more thorough education.

But our schools should be conducted with a higher end in view than merely the acquisition of a few elements of science. We should aim at the culture also of right habits and principles, the formation of a complete and symmetrical character, the development of the whole man, physical, intellectual and moral. This is contemplated in our educational code. Acts, of long standing on our statute books, expressly declare: "It shall be the duty of all persons entrusted with, or engaged in the instruction of

the young, diligently to impress upon their minds the principles of piety and justice, a sound regard to truth, love of country, humanity, and benevolence; sobriety, industry and frugality; chastity, moderation and temperance; and all other virtues which are the ornament and support of human society; and to endeavor to lead them into a particular understanding of the tendency of all such virtues to preserve and perfect a republican form of government, to secure the blessings of liberty, and to promote their future happiness; and the tendency of the opposite vices to degradation, ruin and slavery.”—*Rev. Stat., chap. 73, sec. 16; Com. Stat. chap. 77, sec. 20.*

Usefulness, honor and happiness depend more on character than learning. The devout interests of families and States are suspended upon it. Christianity gave existence to our common schools. It must still give them vitality, or they will languish and expire. The training of the young for immortality, is the only end that fulfills the grand idea of general education. *All have souls*, and “the power of an endless life” alone furnishes the requisite stimulus to sustain the effort to educate them.

The teacher should be a model for the young to follow :

“ A man of letters, manners, morals, parts;
Prepared by taste, learning and true worth,
To form thy son.”

Be sure our children will imitate their teachers—then look well to the copy set them at school and *at home*. The school-room should be the abode of neatness and decorum. Their immortal minds should be molded under the purest influences of truth and grace, prepared as “polished stones” for the rearing of our social fabric. Thus will children become the pride and joy of parental hearts and homes, the comfort and support of our declining years, guiding lights to the generation following, and bright stars in the galaxy of heaven for ever.

These Reports, with the accompanying tables, are respectfully submitted.

EDWARD BUXTON, } Superintending
AMBROSE SMITH, } School Committee.

BOSCAWEN, March 1, 1860.

TABLE I.

	Number of Districts.	NAMES OF TEACHERS.	RESIDENCE OF TEACHERS.	Wages per month, including board.	No. pupils attending 2 weeks.	Average attendance.	Length of term, in weeks.	No. of instances of tardiness.	No. of instances of dismissal.	No. cases corporal punish'mt.	No. of months previous experience in teaching.
SUMMER SCHOOLS.	1	Helen M. Putney,...	Boscawen.....	18.00	50	41	16	418	35	*	21
	2	Mary A. Hutchings,	Salisbury.....	11.34	9	8	9	5	3	1	0
	3	Nancy E. Couch,...	Boscawen.....	16.00	19	18	10 $\frac{1}{2}$	11	1	0	26 $\frac{1}{2}$
	4	Charlotte A. Stone,...	Boscawen.....	15.00	14	12	10	13	18	3	11
	5	Anna M. French,...	Boscawen.....	14.20	24	21 $\frac{3}{4}$	12	23	3	3	11
	6	Lucinda C. Morrill,	Warner.....	13.00	15	12	9	47	5	0	35
	7	Ellen Flint,.....	Boscawen.....	16.00	9	9	7	13	1	0	7 $\frac{1}{2}$
	8	Fanny W. Wallace,	Boscawen.....	16.00	22	11	10	88	37	7	48 $\frac{1}{2}$
	9	Ellen M. Morrison,...	Franklin.....	13.28	28	22	10	63	18	0	7
	10	Martha J. Burpee,...	Boscawen.....	12.00	29	24	13	240	99	*	0
	11	Elizabeth McCurdy,	Boscawen.....	13.00	9	8	7	19	13	0	8 $\frac{1}{2}$
	12	Mary M. Jackman,...	Boscawen.....	14.00	29	25	8	62	5	1	5
	13	Ellen K. Abbott,...	Boscawen.....	17.00	24	22	10	119	42	0	42
	14	Abi B. Scales,.....	Canterbury...	16.00	46	34	9	113	*	*	6
	14	Louisa J. Runnels,...	Concord.....	16.00	44	32	8	70	113	*	12
	15	Lovilla H. Sanborn,	Boscawen.....	*	15	12	10	16	0	0	4 $\frac{1}{2}$
	16	Sarah J. Webster,...	Boscawen.....	10.00	16	13	8	53	6	1	0
WINTER SCHOOLS.	1	Helen M. Putney,...	Boscawen.....	22.00	56	39	17 $\frac{1}{2}$	475	*	*	24
	2	Mary A. Hutchings,	Salisbury.....	12.00	11	9	10	5	8	1	21 $\frac{1}{2}$
	3	Joseph Couch,.....	Boscawen.....	25.00	28	25	11	65	16	*	8 $\frac{3}{4}$
	4	Walter Sargent,.....	Boscawen.....	21.25	13	12 $\frac{1}{2}$	12	11	6	0	0
	5	Anna M. French,...	Boscawen.....	15.00	17	16	11	41	76	*	14
	6	Helen J. Stanley,...	Hopkinton.....	14.00	18	16	13	8	0	0	35 $\frac{1}{2}$
	7	Priscilla Little,.....	Boscawen.....	16.00	11	10	8	78	28	0	63 $\frac{3}{4}$
	8	S. C. Kimball,.....	Hopkinton.....	22.50	33	25	10	102	93	0	12
	9	C. W. Woodbury,...	Wilmot.....	23.67	33	25	10	31	7	0	21 $\frac{1}{4}$
	10	Warren Abbott,.....	Boscawen.....	28.00	27	25	12	87	25	4	5
	11	Elizabeth McCurdy,	Boscawen.....	15.50	10	8	10	86	10	3	13 $\frac{1}{4}$
	12	Helen J. Stanley,...	Hopkinton.....	15.48	30	26	9	33	118	*	34
	13	Ellen K. Abbott,....	Boscawen.....	17.73	34	28	10	156	29	1	40
	14	William H. Foster,...	Canterbury...	45.00	47	35	9 $\frac{1}{2}$	118	102	0	110
	14	Louisa J. Runnels,...	Concord.....	14.00	35	26	10	22	74	*	14
	15	Lovilla H. Sanborn,	Boscawen.....	*	19	14	13	21	2	0	7 $\frac{1}{2}$
	16	David E. Brown,....	Franklin.....	18.33	18	16	8	14	1	1	5

* Not reported.

† Mostly to attend Singing School.

TABLE II.

Prudential Committees.	Whole number attending school during the year.	No. of visits of Prudential Committee.	Visits of Superin- tending School Committee.	Visits of citizens and others.	Apportionment of school tax.	Amount of school tax to each scholar during the year.	Usual designation of the dis- trict.
1 Hamilton P. Gill,...	60	2	5	108	189.27	2.95	Plain.
2 M. A. Pillsbury, jr.	12	2	5	32	62.01	5.17	North Water St.
3 Caleb A. Morse, ...	21	4	4	111	101.93	4.85	Corser Hill.
4 John A. McClure,	15	1	3	18	111.09	7.40	High Street.
5 James Pinkerton,...	25	2	4	34	88.93	3.56	North Boscawen.
6 Nathan H. Morgan	15	2	4	47	86.64	5.77	Little's Hill.
7 William Austin,...	11	4	4	45	63.91	5.74	White Plains.
8 Chas. C. Kimball,...	29	0	5	30	113.74	3.92	Bashan.
9 Heman Sanborn,...	30	0	5	27	103.84	3.46	Putney's.
10 Isaiah H. Avery,...	31	0	4	31	131.98	4.26	Gulf.
11 Rice Corser,	14	4	5	44	68.89	4.92	Pleasant Street.
12 Dr. N. H. Avery,...	30	3	5	35	64.41	2.14	Sweatt's Mills.
13 L. M. Chadwick,...	35	4	4	74	84.71	2.43	South Water St.
14 Asa M. Gage,.....	122	3	8	65	257.33	2.11	Fisherville.
15 Jesse D. Sanborn,...	15	1	4	27	34.28	2.28	Sanborn.
16 Joseph L. Couch,...	16	2	4	29	53.16	3.32	Battle Street.
17 (See note).	4				6.00		Abbott.
	489	34	70	757	1,622.12	3.32	

* NOTE. Annexed to Warner for school privileges.

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